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Information

Professional Services Committee

Presentation of the Draft Revised SB 2042 Multiple and Single Subject Preliminary Program Standards

Executive Summary: This agenda item presents the proposed revisions to the SB 2042 Multiple and Single Subject Preliminary Program Standards. The draft standards will be brought back to the Commission at a future meeting for consideration and adoption.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

December 2008

Presentation of the Draft Revised SB 2042 Multiple and Single Subject Preliminary Program Standards

Introduction

At the January-February 2008 Commission meeting, the Commission took action to direct staff to work with stakeholders to remove “Required Elements” from the adopted standards. The objective was to remove the prescriptive nature of the SB 2042 standards, while enhancing the program statements themselves to still ensure that the overall intent of each of the standards is retained. Therefore staff has been working with stakeholders to review and suggest revisions to the Multiple and Single Subject Program Standards to ensure that key concepts previously in the required elements are addressed in the standard statements themselves. In August 2008 staff met with members of the Committee on Accreditation (COA) and of the Accreditation Work Group (Work Group) to review and suggest revisions to the adopted SB 2042 program standards.

This agenda item presents for Commission review the proposed revisions to the SB 2042 Multiple and Single Subject Preliminary Program Standards. The draft standards will be brought back to the Commission for adoption in early 2009.

Revision of Program Standards Format: Elimination of the Required Elements and Enhancing the Standard Statement

The work to date to review and revise the SB 2042 program standards has been iterative in nature. A group of stakeholders first met in June 2007. In accordance with Commission direction, the group was composed of members of the COA and the Work Group. The group was provided with the Preconditions, the adopted Induction Program Standards, and the Commission’s Common Standards to consider as the members reviewed and proposed revisions to the Multiple and Single Subject Preliminary Preparation Program Standards. The group carefully reviewed each standard and the required elements listed under each standard. The charge to the group was to edit the program standard in a manner that would ensure that any concept that had previously been presented within a required element was incorporated within the language of the standard itself and eliminate any duplication.

In addition, the group was asked to integrate the concepts in the Commission’s adopted Blended Program Standards (<http://www.ctc.ca.gov/educator-prep/standards/BlendedStandards.pdf>) into these standards. A blended teacher preparation program integrates the content knowledge with the pedagogical preparation and can allow an individual to complete the requirements for a credential in four or five years. There are six Blended Program standards and currently an institution must submit an additional document to be approved to offer a blended teacher preparation program. By incorporating these standards into the Multiple and Single Subject standards, these programs would be treated as a delivery model similar to the manner in which the intern programs would be treated and a stand alone set of standards could be eliminated. The Work Group has proposed specific blended delivery language for three of the program standards. This language can be found below the standard language in Standards 1, 2, and 14.

The work continued in July 2007 focusing attention on issues related to multiple and single subject intern programs. This group was composed of members of the COA, the Work Group and program leaders from a number of Intern programs. This group of stakeholders reviewed the work accomplished at the June 2007 meeting and a thorough review of the standards through the lens of intern programs. Much like the blended delivery option, intern specific language can be found below a number of standards. If an institution wishes to offer the teacher preparation through an intern delivery model, then the additional language under Standards 1, 2 3, 7, 8, 11, 12, 13, 14, 15, and 16 must be addressed. The outcome of these two meetings was a draft of revised multiple subject and single subject program standards.

The Work Group met on August 14-15, 2008 to complete the review and proposed revision work. The proposed revised standards are presented in Appendix A. At this time, the proposed standards are separated by sentences and identified with letters. This structure is only for ease of discussion. If the Commission adopts the proposed revised standards, the standards will be presented in a single cohesive paragraph rather than separated by sentence. The current multiple subject and single subject program standards are provided in Appendix B.

Summary of Proposed Revisions to the Standards

The table on pages 4-6 provides a comparison between the proposed revised standards and the currently adopted standards.

- Four of the previous standards (2, 5, 6, and 9) and one of the previous categories (E) had their titles changed to better reflect the proposed revised language of the standard(s).
- Three standards (4, 11, and 18) were moved to other categories because the Work Group believed that they fit better with the other standards in the new category.
- Standard 8 has been modified to present the adopted language of the Teaching Performance Expectations (TPE) for the single subject content areas and the four core areas for the multiple subject credential as the definition of the pedagogical knowledge, skills, and abilities that a candidate must demonstrate prior to earning the preliminary credential. Previously the language in Standard 8 was non specific and in a few instances, the language was not aligned with the content areas in which the Commission issues single subject credentials.
- The proposed revised Standard 15 (*Supervisor Qualifications and Professional Development of Individuals who Provide School Site Support*) addresses the concepts that are in the current Program Standards 16 and 17 (*Selection of Fieldwork Sites and Qualifications of Field Supervisors*; and, *Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence*) which the Work Group felt significantly overlapped.
- Similarly, the proposed revised Standard 16 (*Learning, Applying, and Reflecting on the Teaching Performance Expectations*) addresses the concepts that are in the current Standards 4 and 18 (*Pedagogical Thought and Reflective Practice*; and, *Pedagogical Assignments and Formative Assessments During the Program*) and the combined new standard fits better in the proposed Category E (Teaching Performance Expectations and the Teaching Performance Assessment).
- Program Standard 17: *Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence* focused on issues that were already addressed in the adopted

Preconditions and so this standard is proposed to be removed.

- Program standards addressing the Teaching Performance Assessment (TPA) (Standards 19-21 in the adopted standards) were not reviewed by the Work Group but staff reviewed these three standards. Both reordering and clarifications in the standards have been proposed and these are currently being shared with TPA coordinators for feedback. The proposed language that is currently on the stakeholder feedback survey is provided in this agenda item and if there are edits suggested by the stakeholder review, they will be identified in the January 2009 agenda item.

Preconditions

Staff has reviewed the Preconditions for Multiple and Single Subject Teacher Preparation Programs and has proposed edits to clarify the preconditions. The currently adopted preconditions can be found on the Commission web page: <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>. Most of the edits are to the preconditions addressing Intern programs. Previously the preconditions were organized in a manner that was overly complicated. The proposed edits begin on page 3E-57 of this agenda item.

Next Steps

The proposed revised standards will return to the Commission as an agenda item for consideration and possible adoption at the January 2009 meeting.

Table 1: Comparison of Proposed Revised Standards to Adopted Program Standards

Proposed Revised Standards (2008)	Adopted Program Standards (2001)
<p>Category A: Program Design, Governance, and Qualities</p> <p>1: Program Design</p> <p>2: <i>Communication and Collaboration</i> (Title Change)</p> <p>3: Preparation to Use Educational Ideas and Research (Standard 11 <i>moved from</i> Category C: Preparation to Teach All Students in California Schools)</p> <p>4: Relationships between Theory and Practice</p> <p>5: <i>Equity, Diversity and Access to the Curriculum for All Children</i> (Title Change)</p>	<p>Category A: Program Design, Governance, and Qualities</p> <p>1: Program Design</p> <p>2: Collaboration in Governing the Program</p> <p>3: Relationships Between Theory and Practice</p> <p>4: Pedagogical Thought and Reflective Practice (<i>Merged with</i> 18 and <i>moved to</i> Category E: Teaching Performance Expectations and the Teaching Performance Assessment)</p> <p>5: Equity, Diversity and Access to the Core Curriculum</p>
<p>Category B: Preparation to Teach Curriculum to All Students in California Schools</p> <p>6: <i>Pedagogy and Reflective Practice</i> (Title Change)</p> <p>7: Preparation to Teach Reading-Language Arts</p> <p> 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English</p> <p> 7-B: Single Subject Reading, Writing and Related Language Instruction in English</p> <p>8: Pedagogical Preparation for Subject-Specific Content Instruction</p> <p> 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates (<i>core content areas use adopted TPE language</i>)</p> <p> 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates (<i>use the adopted TPE language</i>)</p>	<p>Category B: Preparation to Teach Curriculum to All Students in California Schools</p> <p>6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas</p> <p>7: Preparation to Teach Reading-Language Arts</p> <p> 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English</p> <p> 7B: Single Subject Reading, Writing and Related Language Instruction in English</p> <p>8: Pedagogical Preparation for Subject-Specific Content Instruction</p> <p> 8A: Pedagogical Preparation for Subject-Specific Content Instruction By Multiple Subject (MS) Candidates</p> <p> 8B: Pedagogical Preparation for Subject-Specific Content Instruction By Single Subject (SS) Candidates</p> <p>9: Using Computer-Based Technology in the Classroom</p>

Table 1: Comparison of Proposed Revised Standards to Adopted Program Standards

Proposed Revised Standards (2008)	Adopted Program Standards (2001)
9: Using Technology in the Classroom (Title Change and content moved here from Induction Standards)	
<p>Category C: Preparation to Teach All Students in California Schools</p> <p>10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning</p> <p>11: Professional Perspectives toward Student Learning and the Teaching Profession</p> <p>12: Preparation to Teach English Learners</p> <p>13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom</p>	<p>Category C: Preparation to Teach All Students in California Schools</p> <p>10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning</p> <p>11: Preparation to Use Educational Ideas and Research (Moved to Category A: Program Design, Governance, and Qualities)</p> <p>12: Professional Perspectives Toward Student Learning and the Teaching Profession</p> <p>13: Preparation to Teach English Learners</p> <p>14: Preparation to Teach Special Populations in the General Education Classroom</p>
<p>Category D: Supervised Fieldwork in the Program</p> <p>14: Learning to Teach through Supervised Fieldwork</p> <p>15: Supervisor Qualifications and Professional Development of Individuals who Provide School Site Support (Standard 16)</p>	<p>Category D: Supervised Fieldwork in the Program</p> <p>15: Learning to Teach Through Supervised Fieldwork.</p> <p>16: Selection of Fieldwork Sites and Qualifications of Field Supervisors</p> <p>17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence (Moved to Preconditions)</p> <p>18: Pedagogical Assignments and Formative Assessments During the Program (Merged with Standard 4 and moved to Category E: Teaching Performance Expectations and the Teaching Performance Assessment)</p>

Table 1: Comparison of Proposed Revised Standards to Adopted Program Standards

Proposed Revised Standards (2008)	Adopted Program Standards (2001)
Category E: Teaching Performance Expectations and the Teaching Performance Assessment (Title Change and addition of one standard) 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations (Merged Standards 4 & 18) 17: Teaching Performance Assessment (TPA) Implementation: Administration Processes and Fidelity to the TPA Model (Standard 21) 18: Teaching Performance Assessment Implementation: Candidate Preparation and Assistance (Standard 19) 19: Teaching Performance Implementation: Assessor Qualifications, Training, and Scoring Reliability (Standard 20)	Category E: Teaching Performance Assessment 19: Assessment Administered for Validity, Accuracy and Fairness 20: Assessor Qualifications and Training 21: Assessment Administration, Resources and Reporting

Appendix A

Proposed Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials

Category A: Program Design, Governance, and Qualities

Standard 1: Program Design

- a) The professional teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally designed sequence of coursework, field experiences, and a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling, including attention to California public education.
- b) The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education and is informed by adult learning theory and research.
- c) By design, the program provides extensive opportunities for candidates to (i) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (ii) know and understand the foundations of education and the functions of schools in society; and (iii) develop pedagogical competence utilizing a variety of strategies as defined by the Teaching Performance Expectations (TPEs) provided in the appendix.
- d) A fair, valid, and reliable teaching performance assessment of the TPEs is embedded in the program design.

Blended Program Delivery Model:

- e) A Blended Program of Undergraduate Teacher Preparation provides candidates with:
 - a carefully designed curricula involving both subject matter and professional preparation that includes integrated and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels;
 - a clearly developmental emphasis involving early and continuous advising, and early field experiences; and
 - explicit and supported mechanisms for collaboration among all involved in the design, leadership and on-going delivery of the program.

Intern Program Delivery Model:

- f) The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12 and 13. The partners jointly provide intensive supervision that consists of structured guidance and regular on-

going support throughout the program. The program design will include an early completion option.

Standard 2: Communication and Collaboration

- a) Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation.
- b) Partnerships address significant aspects of professional preparation, and include collaboration between (i) subject matter preparation providers and pedagogical preparation providers; and between (ii) these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.
- c) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis.
- d) These would include developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.
- e) Participants cooperatively establish and review the terms and agreements of partnerships, including (i) partners' well-defined roles, responsibilities and relationships; and (ii) contributions of sufficient resources to support the costs of effective cooperation,
- f) The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents.

Blended Program Delivery Model:

- g) The overall design and implementation of a Blended Program result from demonstrated, fully supported collaboration based on shared decision-making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. A Blended Program includes the involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.

Intern Program Delivery Model:

- h) Intern programs are joint programs of employing school districts and approved program sponsors requiring on-going collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

Standard 3: Preparation to Use Educational Ideas and Research

- a) Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education.
- b) The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools.

Standard 4: Relationships between Theory and Practice

- a) The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues and theories and professional practice related to teaching and learning.
- b) In coursework, classroom observations and supervised fieldwork, candidates examine research-based theories and their relationships to (i) principles of human learning and development (ii) pedagogical strategies and options, (iii) curriculum, instruction and assessment, and (iv) student accomplishments, attitudes and conduct.
- c) Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually.
- d) They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.

Intern Program Delivery Model:

- e) In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

Standard 5: Equity, Diversity and Access to the Curriculum for All Children

- a) In the teacher preparation program, each candidate explores a variety of perspectives on teaching and learning and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator.
- b) In the teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.
- c) The program prepares each candidate to provide all students equitable access to the core curriculum and all other aspects of the school community.
- d) Candidates learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.
- e) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- f) The program design includes study and discussion of the historical and cultural traditions of the cultural and ethnic groups in California society, and examination of effective ways to include

cultural traditions and community values and resources in the instructional program of a classroom.

- g) The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.
- h) The program develops each candidate's ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
- i) The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.
- j) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Category B: Preparation to Teach Curriculum to All Students in California Schools

Standard 6: Pedagogy and Reflective Practice

- a) To maximize learning, candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.
- b) By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices.
- c) In programs candidates read, analyze, discuss and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms and use sources of professional information in making decisions about teaching and learning.
- d) Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction.
- e) They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).
- f) They learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (i) state-adopted academic content standards for students and curriculum frameworks; (ii) principles of human development and learning; (iii) the observed effects of different practices; and (iv) consultation with colleagues.
- g) The program fosters each candidate's realization that the analysis and assessment of practices promote a teacher's professional growth.

Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners* (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the RICA Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites, and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The table below indicates the necessary components that each candidate's instruction and field experiences must include.

	Reading	Writing	Listening and Speaking
Instructional Planning/ Objectives/ Design	<ul style="list-style-type: none"> Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. 		
	Reading	Writing	Listening and Speaking
Instructional Delivery	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> word analysis fluency vocabulary, academic language, 	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> The systematic progression of instruction and application of foundational writing strategies, applications, and conventions 	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> The systematic progression of instruction and application to develop listening and speaking strategies and speaking

	Reading	Writing	Listening and Speaking
	<p>and background knowledge</p> <ul style="list-style-type: none"> • reading comprehension • literary response and analysis <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application • independent practice (e.g. opportunities for students to show level of mastery) 	<ul style="list-style-type: none"> • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling). 	<p>applications that parallel and reinforce instruction in reading and writing</p> <ul style="list-style-type: none"> • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)
	Reading	Writing	Listening and Speaking
Assessment	<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> • entry level assessment for instructional planning 		<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to</p>

	Reading	Writing	Listening and Speaking
	<ul style="list-style-type: none"> • monitoring student progress • post test or summative assessment 		analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/ Differentiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

Intern Program Delivery Model:

The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction in English.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The Single Subject Teaching Credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners. The Single Subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
 - Orientation (e.g., engagement, teacher demonstration)
 - Presentation (e.g., explicit instruction, modeling, pacing)
 - Structured practice (e.g., reinforcement, questioning, feedback)
 - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- utilize content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- to be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
 - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
 - learn new and important content vocabulary and review cumulatively and periodically during the school year
 - read independently (at skill level) in the content areas in order to promote vocabulary development
 - use of context clues, apposition and word structure/analysis
- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
 - read and write using a wide variety of text (e.g., evaluating, synthesizing, and analyzing articles and books for research)
 - use professional language from a variety of sources

- initiate and participate in discussions that extend their academic language
- engage in independent reading from a variety of sources
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
 - experience a variety of informational texts reference works, including but not limited to magazines, newspapers, online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*
 - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
 - develop comprehension skills through writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments)
- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
 - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts and statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing)
 - apply the general strategies of organization and focus, revision, and research methodology described in the writing standards
 - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. to craft writing at the depth and complexity necessary for their subject matter and grade-level
 - to present research via multiple pathways- in their writing, orally, and through technology, in accordance with their state-standard writing requirement

Intern Program Delivery Model:

The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction in English.

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

- 8A(a) **Mathematics.** Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
- 8A(b) **Science.** Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.
- 8A(c) **History-Social Science.** Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

8A(d) **Visual and Performing Arts.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgements about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

8A(e) **Physical Education.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn to teach state-adopted academic Health Education Content Standards content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services. In the program, candidates learn how to interrelate ideas and information within and across health science and other subject areas.

Intern Program Delivery Model:

8A (g) The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific Teaching Performance Expectations (TPE 1Bs), and (2) to apply the TPEs to instruction in the subject to be authorized by the credential. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

- 8B(a) **Mathematics.** Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open ended questions, investigations, and projects.

- 8B(b) **Science.** Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

- 8B(c) **History-Social Science.** Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science(7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They

help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

8B(d) English. The Single Subject Teaching Credential teacher preparation program effectively prepares candidates to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, ones who use non-standard English and students with disabilities.
- Assess both formally and informally student progress to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by their use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), conducting research, and applications that allows students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.

- Opportunities for listening and speaking including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.

8B(e) **Art.** Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms. Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

8B(f) **Music.** Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sightread, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

8B(g) **Physical Education.** Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education(Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

8B(h) **Languages Other than English.** Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language

and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

- 8B(i) **Health Science.** Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.
- 8B(j) **Agriculture.** Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates

guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

- 8B(k) **Business Education.** Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

- 8B(l) **Home Economics.** Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

8B(m) **Industrial Technology.** Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.

Intern Program Delivery Model:

8B(n) The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

Standard 9: Using Technology in the Classroom

The teacher preparation program ensures that each candidate:

- (a) Is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.
- (b) Uses appropriate technology to facilitate the teaching and learning process.
- (c) Demonstrates knowledge and understanding of the legal and ethical issues related to the use of technology including copyright issues and of privacy, security, safety issues and acceptable use policies.
- (d) Demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
- (e) Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.
- (f) Is able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and value added to student learning.
- (g) Integrates technology-related tools into the educational experience and provides equitable access (of available resources) to all students.
- (h) Encourages the use of technology with students in their research, learning activities, and presentation skills.
- (i) Analyzes best practices and research on the use of technology to deliver lessons that enhance student learning.
- (j) Uses computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.
- (k) Learns to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners equitable access to all school and community resources.

Category C: Preparation to Teach All Students in California Schools

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

- (a) Candidates are provided multiple opportunities to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.
- (b) Candidates learn about the effects of student health, safety, and accident prevention on student learning.
- (c) Candidates study the legal responsibilities of teachers related to student health, safety and the reporting requirements relating to child abuse and neglect.
- (d) Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments including recognizing and defusing situations that may lead to student conflict or violence.
- (e) Understanding the effects of family involvement on teaching, learning and academic achievement, candidates learn and apply skills for communicating and working constructively with students, their families and community members.
- (f) Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.
- (g) Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements.
- (h) Candidates have knowledge of diverse family structures, community cultures and child rearing practices in order to develop respectful and productive relationships with families and communities.
- (i) Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- (j) Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.
- (k) Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.
- (l) Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- (m) Candidates complete child and adult CPR certification which meets the criteria of the American Heart Association or the American Red Cross.

Standard 11: Professional Perspectives toward Student Learning and the Teaching Profession

- (a) Each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.

- (b) Candidates study research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.
- (c) During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals.
- (d) Each candidate accepts the responsibility to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of all children and adolescents, while emphasizing the teacher's unique role in advancing each student's academic achievements and advocating for students.
- (e) Through formal instruction, coaching, and supervision, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.
- (f) Candidates learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.
- (g) Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.
- (h) Candidates collaborate with colleagues to design and deliver effective, coordinated instruction.
- (i) Candidates recognize that teachers are lifelong learners.

Intern Program Delivery Model:

- (j) The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Professional Perspectives toward Student Learning and the Teaching Profession

Standard 12: Preparation to Teach English Learners

- (a) Candidates learn the purposes, goals and content of the adopted instructional program for the effective teaching and support for English learners and understand the local and school organizational structures and resources designed to meet their needs.
- (b) Candidates learn about state and federal legal requirements for the placement and instruction, and ethical obligations for teaching English learners.
- (c) Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles and practices for (i) English Language Development leading to comprehensive literacy in English, and (ii) for the development of academic language, comprehension and knowledge in the subjects of the core curriculum making grade-appropriate or advanced curriculum content comprehensible to English learners.
- (d) Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods and strategies, so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

- (e) Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- (f) Candidates acquire and demonstrate the ability to utilize initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.
- (g) Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.
- (h) Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
- (i) Candidates acquire skills to collaborate with specialists and paraprofessionals.
- (j) Candidates learn and understand the importance of students' family and cultural backgrounds and experiences in planning instruction and supporting student learning in order to communicate effectively with parents and families.
- (k) Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Intern Program Delivery Model:

- (l) In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to SDAIE methodology, language acquisition and English Language Development (ELD).

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

The teacher preparation program ensures

- (a) Each candidate demonstrates a basic level of knowledge and skills in: i) assessing the learning and language abilities of students in order to identify those needing referral for assessment, possible identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; ii) providing appropriate differentiated instruction that ensures all students access to the core curriculum; iii) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and iv) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.
- (b) Each candidate develops the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom including all categories of special populations including students with disabilities, students on behavior plans, and gifted and talented students.
- (c) Each candidate learns about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.
- (d) Each candidate demonstrates skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.

Intern Program Delivery Model:

- (e) In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the General Education Classroom.

Category D: Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

- (a) The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor.
- (b) All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.
- (c) Candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities.
- (d) Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school; in addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.
- (e) By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' meeting the Teaching Performance Expectations, and (3) contributes to candidates' preparation for a teaching performance assessment.
- (f) To qualify for a Preliminary Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher.
- (g) As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.
- (h) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.
- (i) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Intern Program Delivery Model:

- (j) The teacher preparation program collaborates with the employing district in designing (1) structured guidance and regular site-based support and supervision and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities.
- (k) The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different than their regular assignment.

Student Teaching Delivery Model:

- (l) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.
- (m) During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Blended Program Delivery Model:

- (n) The field experience begins in the candidate's first year in the Blended Program and provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools.

Standard 15: Supervisor Qualifications and Professional Development of Individuals who Provide School Site Support

- (a) Sponsors of programs define the qualifications of individuals who provide school site support as to include a minimum of the appropriate credential, including EL authorization and three or more years of teaching experience in California.
- (b) Sponsors of programs provide ongoing professional development including the Teaching Performance Expectations (TPEs); and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.
- (c) Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

- (d) Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds and hard to staff schools.

Intern Program Delivery Model:

- (e) Program sponsors and the participating district shall collaborate in the selection of individuals that provide school site support and the placement of interns in teaching positions. Program sponsors and employing school districts ensure sites/teaching assignment for intern placement that will enable candidates to meet the program requirements. Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

- a) Embedded in the planned curriculum of coursework and fieldwork are multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).
- b) As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging.
- c) During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the teaching performance assessment (TPA) in the program.
- d) Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments.
- e) Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding their progress toward meeting the TPEs.

Intern Program Delivery Model:

- f) Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom focused manner, which includes introductory preparation relative to this standard.

Standard 17: Teaching Performance Assessment (TPA) Implementation: Administration Processes and Fidelity to the TPA Model

- a) The teacher preparation program carries out all of the following responsibilities with respect to the Commission-approved Teaching Performance Assessment selected by the program.
- b) The Teaching Performance Assessment is implemented according to the design of the model selected by the program. The program documents the administration, scoring, and reporting processes for all tasks/activities of the applicable Teaching Performance Assessment model.

The program maintains individual and aggregated results of candidate performance as well as of assessor calibration and performance for multiple reporting purposes, including but not limited to program improvement and accreditation.

- c) The program establishes and consistently uses appropriate measures to ensure the security of all teaching performance assessment materials, including all print, online, and video candidate and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the teaching performance assessment process.

Standard 18: Teaching Performance Assessment Implementation: Candidate Preparation and Assistance

- a) The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Teaching Performance Assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities.
- b) The program assures that candidates understand and follow the policies and procedures in place to protect the privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any of the components of the teaching performance assessment tasks/activities.
- c) The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the task/activity up to the specified number of times established by the program.
- d) The program provides feedback information to candidates who successfully complete the TPA in a manner that is usable by the induction program, and informs the candidates of their option to share the TPA scores and feedback with induction program sponsors.

Standard 19: Teaching Performance Implementation: Assessor Qualifications, Training, and Scoring Reliability

- a) The teacher preparation program assures that candidates are fairly, consistently and accurately assessed on the teaching performance assessment by carrying out the following responsibilities.
- b) The program establishes selection criteria for assessors of candidate responses to the teaching performance assessment. The selection criteria include but are not limited to pedagogical expertise in the specific content areas assessed within the TPA.
- c) The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence to score candidate TPA responses.
- d) The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.
- e) The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to annual recalibration for all assessors, and

uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double scoring process applied to at least 15% of TPA candidate responses.

- f) The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as a designated Lead Assessor) to provide local assessor training.

Appendix B

Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials Adopted, 2001 Revised November, 2003

Category A: Program Design, Governance, and Qualities

PROGRAM STANDARD 1

Program Design

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Program Elements for Standard 1: Program Design

- 1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork.
- 1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.
- 1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.
- 1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for

students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

- 1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in The Appendix.
- 1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.
- 1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

PROGRAM STANDARD 2

Collaboration in Governing the Program

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

Program Elements for Standard 2: Collaboration in Governing the Program

- 2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.
- 2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.
- 2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences;

selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

- 2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.
- 2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.
- 2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.
- 2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

PROGRAM STANDARD 3

Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Program Elements for Standard 3: Relationships Between Theory and Practice

- 3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.
- 3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.
- 3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.
- 3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.
- 3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

PROGRAM STANDARD 4

Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

Program Elements for Standard 4: Pedagogical Thought and Reflective Practice

- 4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.
- 4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

- 4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.
- 4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California's economy and culture.
- 4(e) The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

PROGRAM STANDARD 5

Equity, Diversity and Access to the Core Curriculum

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socioeconomic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1991 and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum

- 5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- 5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- 5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

- 5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.
- 5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- 5(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

Category B: Preparation to Teach Curriculum To All Students in California Schools

PROGRAM STANDARD 6

Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate's performance on pedagogical assignments and tasks, similar to those used in the institution's teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate's overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching

- 6 (a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.
- 6(b) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate's preparation for the performance assessment.
- 6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

PROGRAM STANDARD 7

**Revised Standards 7A and 7B
were adopted by the Commission in April 2008**

See pages 11-15 of this item

PROGRAM STANDARD 8

Pedagogical Preparation for Subject-Specific Content Instruction

PROGRAM STANDARD 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

8A(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K–8); (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K–8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice; and (6) interrelate ideas and information within and across mathematics and other subject areas.

8A(b) **Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K-8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and

field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

- 8A(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.
- 8A(d) **Visual and Performing Arts.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgements about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.
- 8A(e) **Physical Education.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.
- 8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

PROGRAM STANDARD 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in The Appendix to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

8B(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

8B(b) **Science.** During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.

8B(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4)

deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

- 8B(d) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.
- 8B(e) **Art, Music, Theatre, and Dance.** During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* and *Student Academic Content Standards*, including (1) processing sensory information through elements unique to art, music, theatre, or dance (artistic perception); (2) producing works in art, music, theatre, or dance (creative expression); (3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context); (4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and (5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications). In the program, candidates for SS Credentials are prepared to guide students in Grades 7-12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.
- 8B(f) **Physical Education.** During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework* including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing social skill development and fair play in games and sports.
- 8B(g) **Languages Other than English.** During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the *Foreign Language Framework* and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use

appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.

- 8B(h) **Health Science.** During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the *Health Framework for California Public Schools*, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students' understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students' family, school and community, and (5) initiate instruction which enhances students' resiliency and supports their development of positive assets.
- 8B(i) **Agriculture.** During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for agriculture, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(j) **Business Education.** During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(k) **Home Economics.** During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(l) **Industrial Technology.** During interrelated activities in program coursework and fieldwork, SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for industrial technology, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

PROGRAM STANDARD 9

Using Computer Based Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom

- 9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- 9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- 9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.
- 9(d) Each candidate uses computer applications to manage records and to communicate through printed media.
- 9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
- 9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
- 9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- 9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
- 9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Category C: Preparation to Teach All Students in California Schools

PROGRAM STANDARD 10

Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

- 10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
- (i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
 - (ii) the effects of family involvement on teaching, learning and academic achievement;
 - (iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
 - (iv) effective communication with all families; and
 - (v) the variety of support and resource roles that families may assume within and outside the school.
- 10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.
- 10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:
- (i) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
 - (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
 - (iii) effective strategies for encouraging the healthy nutrition of children and youth; and
 - (iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support

students and their families who may be at risk of physical, psychological, emotional or social health problems.

- 10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.
- 10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

PROGRAM STANDARD 11

Preparation to Use Educational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

Program Elements for Standard 11: Preparation to Use Educational Ideas and Research

- 11(a) **Child and Adolescent Development.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.
- 11(b) **Theories of Learning.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.
- 11(c) **Social, Cultural and Historical Foundations.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4)

reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

PROGRAM STANDARD 12

Professional Perspectives Toward Student Learning and The Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

Program Elements for Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

- 12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.
- 12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.
- 12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.
- 12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.
- 12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.

- 12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

PROGRAM STANDARD 13

Preparation to Teach English Learners

Preface: This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b) (f) and (i), and Standard 7B, Elements (a) (b) (c) and (d).

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

- 13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.
- 13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- 13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

- 13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- 13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- 13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- 13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences.

PROGRAM STANDARD 14

Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom

- 14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.
- 14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.

- 14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.
- 14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.
- 14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.
- 14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Category D: Supervised Fieldwork in the Program

PROGRAM STANDARD 15

Learning to Teach Through Supervised Fieldwork

The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' meeting the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation

- 15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.
- 15(b) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in The Appendix.

- 15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Elements Applicable to a Program with Supervised Student Teaching

- 15(d) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.
- 15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.
- 15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Elements Applicable to Intern Programs

- 15(g) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern's period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern's advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

PROGRAM STANDARD 16

Selection of Fieldwork Sites and Qualifications of Field Supervisors

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate

with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)

- 16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.
- 16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.
- 16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher's specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.
- 16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate's teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.
- 16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.
- 16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.
- 16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance

expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

PROGRAM STANDARD 17

Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

- 17(a) Prior to student teaching, or for intern candidates, prior to being given daily responsibility for whole class instruction in a K-12 school or becoming a teacher of record in a K-12 school, each candidate fulfills the state basic skills requirement, and also verifies completion of subject matter competence.
- Multiple Subject candidates (traditional, internship, and/or blended/integrated), must provide evidence of having passed the appropriate subject matter examination(s).
 - Single Subject candidates in traditional and/or internship programs must provide evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
 - Single Subject candidates in blended/integrated programs, must provide evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- 17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

PROGRAM STANDARD 18

Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is

appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program

- 18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.
- 18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading, (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.
- 18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.
- 18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the *California Standards for the Teaching Profession* and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).
- 18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in the Appendix.
- 18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

- 18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Category E: The Teaching Performance Assessment

PROGRAM STANDARD 19

Assessment Administered for Validity, Accuracy and Fairness

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

PROGRAM STANDARD 20

Assessor Qualifications and Training

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multilevel scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is recalibrated annually.

PROGRAM STANDARD 21

Assessment Administration, Resources and Reporting

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for

reassessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

1) Modification of Precondition # 6 for all Multiple and Single Subject Programs

(6) Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

- (a) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, being given daily whole class instructional responsibilities in a K-12 school or for intern candidates before being admitted to the program. *Reference: Education Code Sections 44259 (b) (5).*
- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
 - For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
 - For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- (b) **State Basic Skills Proficiency Test.** The approved teacher preparation program sponsor determines that each candidate meets the state basic skill test requirement prior to student teaching, before being given daily whole class instructional responsibilities in a K-12 school or for interns before being admitted to the program. *Education Code § 44325 (c) (2).*

2) Reorganization of the Preconditions addressing Intern Programs

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.

- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement**
- (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
- (a) Provisions for an annual evaluation of the district intern.
 - (b) As the governing board determines necessary, a description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
 - (f) Any other criteria required by the governing board. Reference: Education Code § 44830.3 (a).
 - (g) Compensation for the preservice period, for each district intern and each district teacher assigned to supervise the district intern, in an amount normally provided by the district for staff development or inservice activities.
- (5) **Certificate of Clearance.** Each intern admitted into the program has a Certificate of Clearance verifying the intern's personal identification and good moral character. Reference: Education Code § 44325 (d).

(6) Supervision of Interns.

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(7) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

(8) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.

(9) Early Program Completion Option. Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.

- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only)
- (d) Meet the requirements for teacher fitness

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (10) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (11) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (12) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Preconditions Established for District Intern Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts must ascertain that the following requirements of state law are being met.

- (13) **Oral Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the oral language component (speaking only) of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code § 44325 (c) (4).
- (14) **Guidance and Assistance.** The district intern will be assisted and guided throughout the training period by (1) a certificated employee who has been designated as a mentor teacher, or (2) a certificated employee who has been selected through a competitive process which has been developed in consultation with the certificated exclusive bargaining agent and approved by the governing body of the district, or (3) personnel who are employed by institutions of higher education to supervise student teachers. A

certificated employee who assists the district intern must possess valid certification at the same level or of the same type of credential as the district interns they serve. Reference: Education Code § 44830.3 (a); Education Code § 44326(e).